DOCUMENT RESUME

ED 090 182 SP 007 911

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TITLE	Module Cluster: IFE - 002.00 (GSC) Educational Policy.
INSTITUTION	Glassboro State Coll., N.J.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	13p.; See realted documents SP007907-910, SP007912-913, SP007915-918, SP007920-921, and SP007933
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Educational Policy; Performance Based Teacher Education; Performance Criteria; *Teacher Education; *Teacher Programs; Writing
IDENTIFIERS	Modules

ABSTRACT

This document is one of several module clusters developed for the Camden Teacher Corps project. This module cluster is designed to enable students to have experience with and develop skills in writing educational policy, anticipating problems related to the implementation of the policy, and planning possible actions or strategies the teacher might use. The following modules are contained within this cluster: a) Writing Educational Policy, b) Policy Presentation Preparation, c) Policy Presentation, d) Defense of Policy, and e) School Board Policy Decision. For each module, objectives, prerequisites, preassessment, instructional activities, postassessment and remediation activities are stated. (JA)

ED 090182

Module Cluster: IFE - 002.00 (GSC)

Educational Policy

Dr. R. D. Zahn

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SP 007 911

Department of Elementary Education

Reference System Designation:	IFE - 002.00 (GSC)
Program:	Seventh Cycle Teacher Corps Program at Glassboro State College, Glassboro, New Jersey 08028
Component:	Issues in Foundations of Education
Module Cluster:	Educational Policy
Developer:	Dr. R. D. Zahn
Date of Development:	Summer, 1973

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

IFE - 002.00 (GSC) Educational Policy

General Objectives of the Module Cluster

The purpose of this module cluster is to enable students to have experience with and develop skills in writing educational policy, anticipating problems related to the implementation of the policy, and planning possible actions and strategies the teacher might use either individually or with a particular special interest group to gain acceptance of the particular policy proposed.

Module Cluster Rationale

This is perceived as a form of "survival training" wherein the student in a relatively protected environment with guidance and help gains some experience and skills in taking similar actions to those that he can expect to take in the very near future as a teacher. It assumes that the teacher will be an active member of his faculty and of one or more special interest groups during his teaching career. It has a focus upon experiences with the school and district where he is presently serving as an intern to provide the strongest possible reality element.

Module Cluster Prerequisites

Successful completion of Module Cluster IFE - 001.00 (GSC).

Modules Within this Cluster

IFE - 002.01 (GSC)	Writing Educational Policy
IFE - 002.02 (GSC)	Policy Presentation Preparation
IFE - 002.03 (GSC)	Policy Presentation
IFE - 002.04 (GSC)	Defense of Policy
IFE - 002.05 (GSC)	School Board Policy Decisions

IFE - 002.01 (GSC) Writing Educational Policy

Objective

The student will be able to write a policy pertinent to his teaching situation using whatever aids he deems necessary. Included with the policy statement will be:

1. His rationale for the policy
2. Anticipated problems in the implementation of the policy
3. Strategies actions he would choose to gain acceptance of the policy.

Prerequisite

Successful completion of Module Cluster IFE - 001.00 (GSC).

Pre-assessment

The student will present a policy and supporting data as per the objective.

Instructional Activities

1. Class discussion and practice.
2. Discussion and planning with cooperating teacher/team leader.
3. Read What Is Educational Policy? Zahn, R. D.
4. Activity to be planned with instructor.

Post-assessment

The student will present a policy and supporting data as per the objective.

Remediation

Activity to be done on an individual basis with instructor or other selected person.

IFE - 002.02 (GSC) Policy Presentation Preparation

Objective

The student will examine the policy written by him in Objective IFE - 002.01 (GSC) and with the aid of written materials and/or interviews with representatives of pertinent groups identify in writing or orally the positions with reference to his policy that might be taken by:

1. The teachers' union in his school district.
2. The N.J.E.A.
3. A community organization which has an interest in public education.

Prerequisite

Successful completion of IFE - 002.01 (GSC).

Pre-assessment

The student will submit previously completed papers or tapes that comply with the objective.

Instructional Activities

1. Discussion with the instructor, members of the various organizations such as N.J.E.A., the union, community groups individually or in groups.
2. Read materials distributed by the various organizations.
3. Visit or bring officials of the various organizations to the school and discuss policy proposals with them.
4. Listen to tapes and other audio visual materials provided by the instructor or the organization.
5. Read in Conflict and Decision, pp. 413-44.
6. To be planned with the instructor.

Post-assessment

The student will examine his policy as per the objective.

Remediation

The student will have his statement evaluated by selected members of groups he dealt with in his examination of policy, then modify statement in terms of this evaluation.

IFE - 002.03 (GSC) Policy Presentation

Objective

The student will, in person, present his policy written in IFE - 002.01 (GSC) to a representative of the union, N.J.E.A., or a community organization requesting the person's reactions to the proposed policy. He will then, orally or in writing, react to the person's comments noting:

1. Assumptions made by the person.
2. The logic of the person's reaction.
3. Techniques of persuasion used by the person.
4. Any actions he would see the person interviewed as taking either to block or act in support of the proposed policy.

Prerequisite

Successful completion of IFE - 002.01 (GSC).

Pre-assessment

The student will make a presentation as per the objective.

Instructional Activities

1. Interviews with selected representatives of organizations.
2. Discussion with instructor on an individual basis.

Post-assessment

The student will make a presentation as per the objective.

Remediation

To be planned on an individual basis by student and instructor.

IFE - 002.04 (GSC) Defense of Policy

Objective

The student will engage in a dialogue with the instructor during which time he will defend his policy demonstrating that he is aware of the values he holds which act in support of the policy.

Prerequisite

Successful completion of IFE - 002.01 (GSC).

Pre-assessment

Due to the nature of this objective, there is no pre-assessment.

Instructional Activities

1. Class discussion and practice.
2. Read Chapter 2 in Counseling and Values, Petersen, J.A. Intext 1970.
3. Activitiy to be planned by student and instructor.

Post-assessment

The dialogue will occur as per the objective.

Remediation

Planned jointly by student and instructor.

IFE - 002.05 (GSC) School Board Policy Decisions

Objective

The student will, in writing or orally, speculate on how policy decisions made at a school board meeting he has attended might have an effect either directly or indirectly upon the operation of the school in which he is serving his internship.

Prerequisite

Successful completion of IFE - 002.01 (GSC).

Pre-assessment

Due to the nature of this objective, there is no pre-assessment.

Instructional Activities

1. Attend a local school board meeting.
2. Discuss decisions made at the meeting with his principal or cooperating teacher.
3. Activity to be planned by student and instructor.

Post-assessment

The student will present a statement as per the objective to the instructor.

Remediation

Jointly planned by student and instructor.

Check-off Sheet for Modules in IFE - 002.00 (GSC) *

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____

Student Signature: _____

* To be completed in duplicate.

Check-off Sheet for Modules in IFE - 002.00 (GSC) *

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____

Student Signature: _____

* To be completed in duplicate.

About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 3 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.